



Corequisite Scaling Support

Building Capacity Across Illinois

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Developmental Education Reform

- Focuses on equity and closing gaps in performance and achievement
- Aims to move students through more efficiently and with greater success
- Does not eliminate the need for developmental education
- Asks that institutions focus on reform and scaling efforts
- Encourages the adoption of models that show promise for more students moving through developmental education and gateway course completion
- Provides support to institutions to assist in moving reform forward

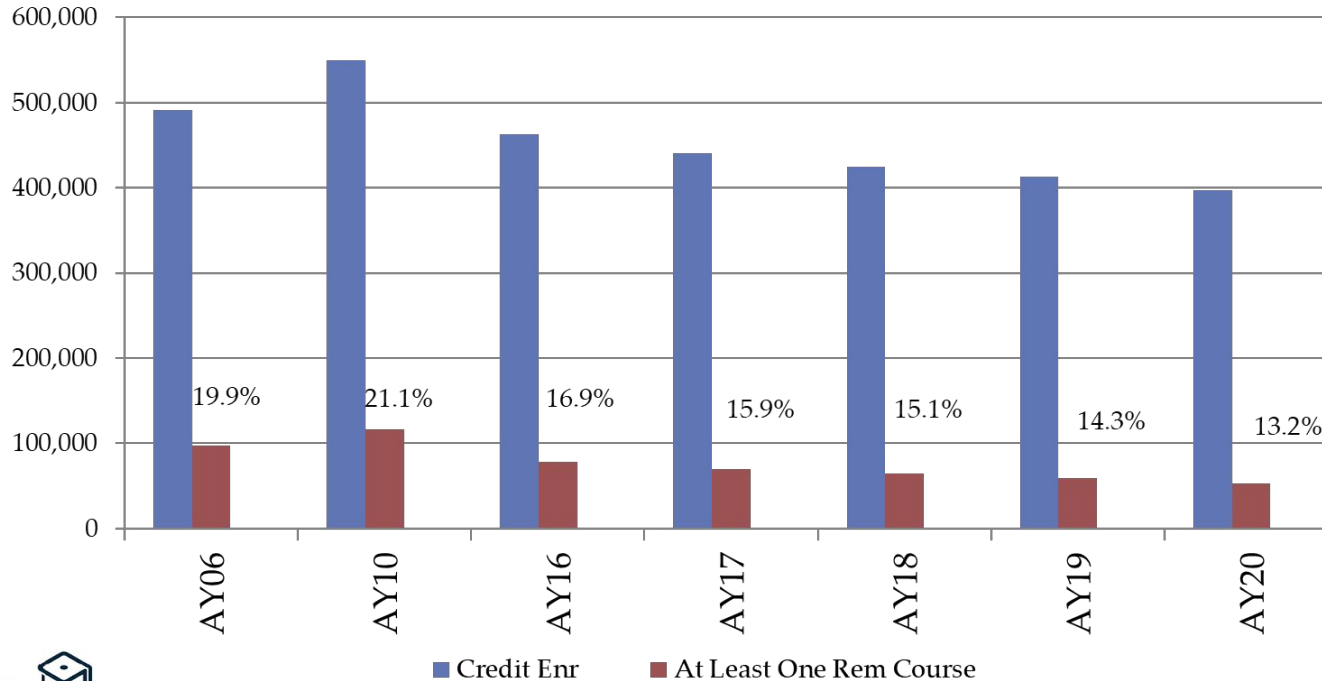
Developmental Education

Background

- Statewide Recommendations for Placement
 - [Overview](#) and Final Placement Recommendations
- SJR 41 Council
 - [Overview](#) of work and framing of initial developmental education reform in the state
- Developmental Education Reform Act
 - [Overview](#) of the law

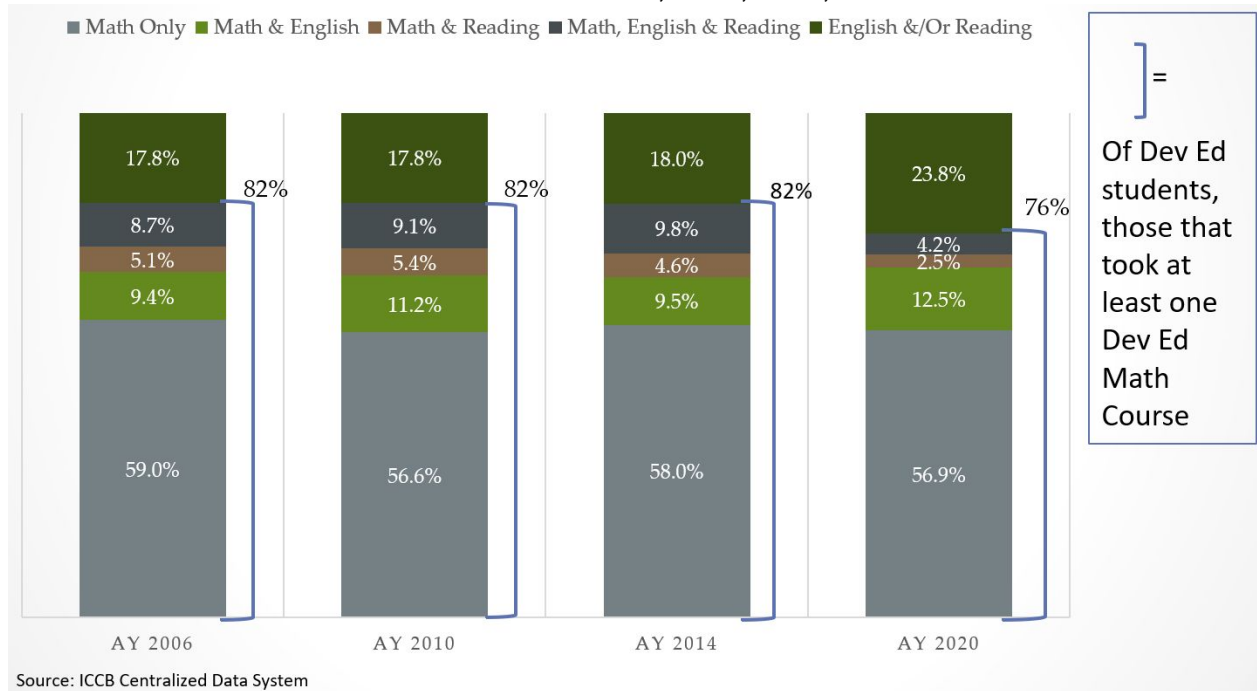
Developmental Ed as a Proportion to Credit Students

Illinois Community College Developmental Education Students Proportion to Overall Credit Students, Academic Years 2006, 2010, 2016–2020



Developmental Ed Course Enrollment

Illinois Community College Students Enrolled in Developmental Education Courses
Academic Years 2006, 2010, 2014, and 2020



Statewide Recommendations for Placement Adopted in 2018

- PARCC score of 4 or 5 in subject area
- ACT 22 in Math 19 in English
- SAT 530 Math 480 English
- Placement tests with appropriate scores
- High School GPA English: 3.0 (4.0 scale)
- Math: 3.0 w/successful completion 4th year
- Transitional Math or English
- GED score of 165

Math Courses:

- Quantitative Literacy (M1901)
- Statistics (M1902)
- Math for Elementary Teaching (M1903)
- General Education Math (M1904)
- Elementary Math Modeling (M1907)

English Courses:

- Writing Course Sequence (C1900 or C1900R)
- Oral Communication (C2900)

SJR 41 Resolution

[The Resolution](#) and [committee charge](#) were established to:

- Address the number of students who take a developmental course
- Inconsistent placement frameworks
- Identify models beyond the traditional developmental education model that produce success for students
- Identify accelerated coursework models
- Evaluate developmental education models in the state
- Produce several outcomes
- [Reports](#) are posted on the ICCB website

Developmental Education Reform Act (DERA)

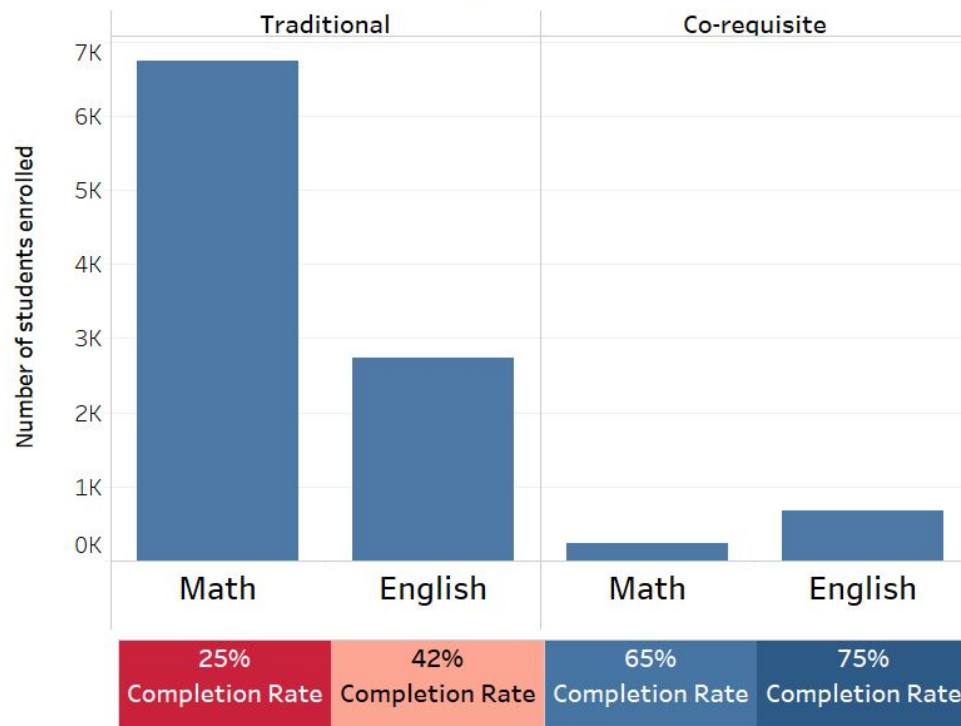
- Developmental Education Reform Act, Established as part of [Public Act 101-0654](#)
- Requires that on or before May 1, 2022, all community colleges use each of the following measures, as appropriate, to determine the placement of a student in introductory college-level English language or mathematics coursework and shall use the scores set forth in [recommendations](#) approved by the Illinois Council of Community College Presidents on June 1, 2018:
 - A student's cumulative high school grade point average
 - A student's successful completion of an appropriate high school transition course in mathematics or English
 - A student's successful completion of an appropriate developmental education or introductory college-level English language or mathematics course at another postsecondary educational institution
- Requires each public institution of higher education to publicly post its placement policy in a manner that is easily accessible to both students and prospective students
- Sets several benchmark reporting dates for the agencies to convene stakeholders or report out results of reform and scaling efforts
 - Every two years, a report of the status of developmental education reforms at institutions
 - Every two years, consider additional data reporting requirements to facilitate continuous evaluation of each institution's implementation plan and impact on improving outcomes, especially for black students

Support to the System

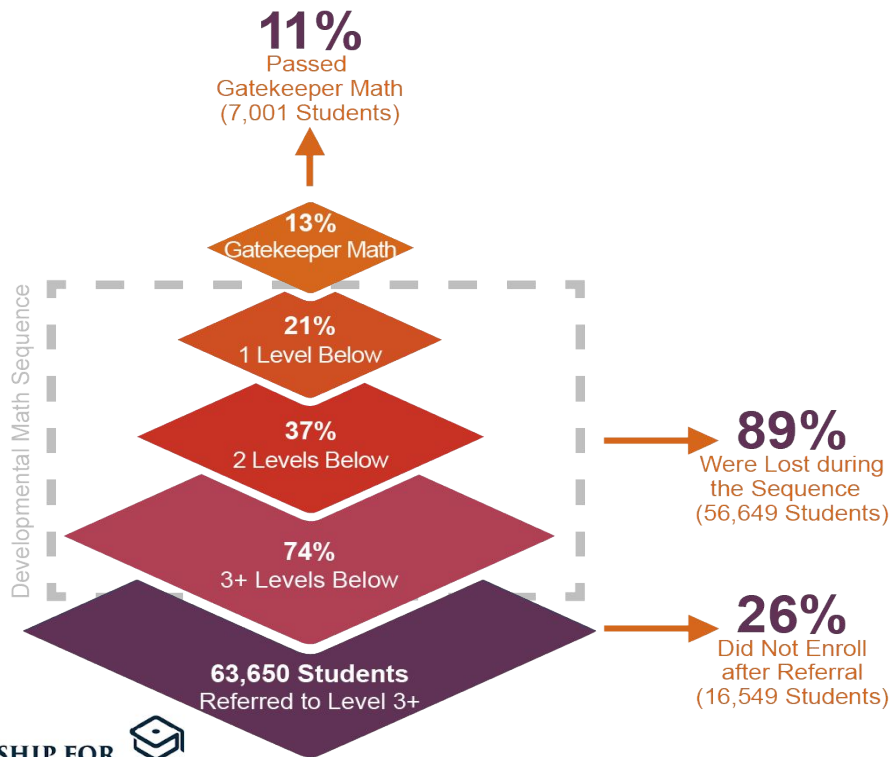
- Funded grants for every community college to implement Transitional Math Instruction, Local Advisory Panels, and Transitional English instruction
- Funded developmental education reform work, pilots and scaling including implementation of the Statewide Recommendations for Placement
- Currently funding colleges for
 - Implementation of corequisite models
 - Implementation and scale of other models of developmental education including professional development
 - Implementation of Transitional English Instruction and evaluation
- Work with PCC for implementation and scaling of the Corequisite model
- Work with Women Employed to support implementation and scale of other models of developmental education

Co-Req Has Positive Results, but Is Under-Implemented

Despite having better completion rates, few students are enrolled in corequisite remediation



Co-Req - Model Advantages



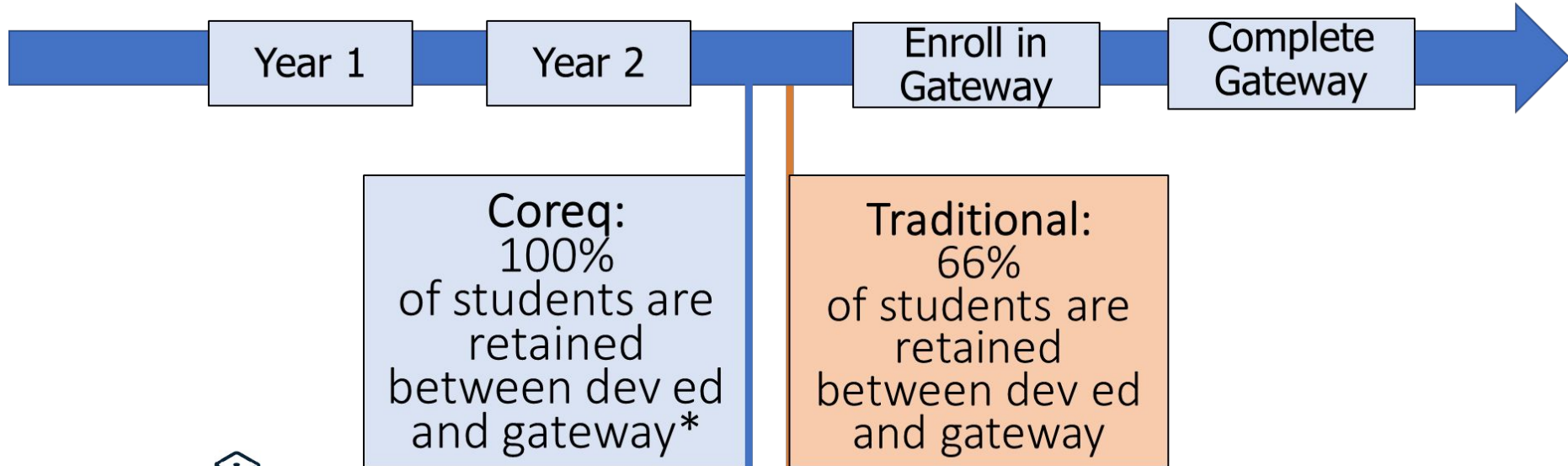
Students mostly stop out because of time and money, not academic issues

- Traditional developmental education has many stop-out points
- Students benefit more from acceleration than deceleration

By definition, corequisite has **fewer stop out points** than anything short of being directly placed in the college-level course

No Re-Enrollment Is One Key to Co-Req's Success

The key drop-off point that leads to the relative success of coreq may be the gap between completing dev ed and enrolling in a gateway course



Developmental Education Reform Act

Passed as part of the Illinois Legislative Black Caucus' Education and Workforce Equity Act in January 2021.

Highlights:

- Focuses on equity and eliminating disparities in college-level course placement and success
- Aims to move students to and through college-level courses more efficiently and with greater success
- Does not eliminate developmental education
- Asks that institutions focus on reform and scaling efforts
- Encourages moving away from the traditional model of delivery of developmental education

DERA - Placement Requirements

On or before May 1, 2022, all community colleges must use each of the following measures, as appropriate, to determine the placement of a student in introductory college-level English language or mathematics coursework:

- A student's cumulative high school grade point average.
- A student's successful completion of an appropriate high school transition course in mathematics or English.
- A student's successful completion of an appropriate developmental education or introductory college-level English language or mathematics course at another postsecondary educational institution.

Requires each public institution of higher education to publicly post its placement policy in a manner that is easily accessible to both students and prospective students.

DERA - Model Reform Requirements

Before May 1, 2022, each public university to submit to IBHE and each public community college to submit to ICCB its institutional plan for scaling evidence-based developmental education reforms to maximize the probability that a student will be placed in and successfully complete introductory college-level English language or mathematics coursework within 2 semesters at the institution.



DERA - Implementation

Through funding from an Ascendium grant, PCC works with ICCB and faculty across the state to design and manage a set of activities that are designed to support institutions as they developed their DERA implementation plans. As part of the grant, we are collaborating with an external evaluator to review all institutional plans and provide a summary and analysis to the public.

DERA Support Areas

- DERA Webinar Series
- Faculty Advisory Board
 - Corequisite Tool-Kit
- Spring Workshop Series
- Plan Evaluation



DERA - Overview Sessions

- Two sessions held in November and December. Providing attendees;
 - Developmental Education Reform Act legislation and implications for institutions.
 - History, models, and data related to the impact of co-requisite support in English and Math. Why institutions should consider co-requisite support for their institution's DERA plan.
 - Practitioner examples of successful corequisite implementation in the state of Illinois and outside the state of Illinois.
 - Direction on how ICCB would be directly supporting institutions that are interested in implementing and scaling corequisite models for their DERA plans.
- Speakers included Julia Raufman and Jessica Brathwaite from CCRC who provided targeted data around DevEd reform across the country and statistical research about scaling effectiveness.
- Keynotes from Houston Community College (Desmond Lewis) and Lewis and Clark College (Jill O'Shea-Lane).
- **Goal:** Inform Illinois institutions of our work with ICCB and gauge program participation for Workshop series.

DERA - Faculty Advisory Board & Workshops

- Create a DERA Implementation Tool-Kit
 - Provide feedback on the DERA Template Plan and the DERA Plan Development Workshop Series Format and Structure
 - Present at the DERA Plan Development Workshop Series
 - Provide insight into future supports for schools if additional resources are awarded to support DERA implementation.
- SOVA's three key responsibilities:
 - Develop a high quality DERA plan template for all participating colleges to follow.
 - Design and facilitate a three-part workshop series that helps institutions develop plans to implement and scale corequisite models of support across their institutions and walks colleges through developing their plans.
 - Provide coaching and feedback to institutions as they drafted their DERA plans.
 - At the conclusion of the workshop series, SOVA provided each participating college/university with a coaching session to review their DERA plan. These sessions highlighted areas of strength and potential improvement.

DERA - Plan Evaluation

In collaboration with the Center for Research and Reform in Education at Johns Hopkins University, PCC, ICCB, and IBHE are drafting a plan evaluation rubric. This will help the Partnership understand the current state of developmental education within Illinois' college and universities and what supplementary support may be required from legislation and educational governing bodies to continue to move the needle on equitable reform in gateway course completion.

Community Colleges Survey Completion

Question		Result
1	Current Standards for Placement English/Math	100%
2	Description of Current Developmental Models	96%
3	Description of models to be implemented with evidence <ul style="list-style-type: none">With timeline?	88% 69%
4	Baseline data and benchmarks for progress	Fully - 14% Partially - 84%
5	Scaling reforms for all students with comparable completion rates <ul style="list-style-type: none">Expected outcomes for Black students	81% 62%
6	Continuous Improvement Plan	100%

English Scaling



Of the 24 institutions reporting:

- 7 (29%) no longer have traditional coursework
- 22 (85%) offer co-requisite models of instruction
- 4 (15%) institutions did not describe

Math Scaling

Of the 24 institutions reporting:

- 4 (17%) no longer have traditional coursework
- 22 (85%) offer co-requisite models of instruction
- 4 (15%) institutions did not describe

Scaling Efforts



- Multiple measures that boost placement into co-requisite courses with varied supports
- Placement tools with:
 - Exam preparation
 - Diagnostic features
 - Individualized practice (i.e. ALEKS)
- Discipline specific support for faculty and students
- Implementation of best practices

Scaling Efforts: Continued

- Ongoing assessment
- Review of disaggregated data
- Funding for key stakeholders to meet
- Provide clear pathways for faculty and students to access support early during a course
- Allow students to “leapfrog” to higher-level courses
- Engage high schools in Bridge Programs
- Provide dedicated English and math specialists and tutors
- Ensure inclusive pedagogy

Questions?



Our Speakers



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